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ABSTRACT

This is the post-assessment packet for the instructional module on Interpersonal Perception. It includes tests for definitions, a social opinion scale, and questions about pictures in the resource book. Guidelines are given for evaluating the pre-assessment and post-assessment tests. (MM)

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ED129794

POST-ASSESSMENT

FOR

INTERPERSONAL PERCEPTION

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SP010 509

POST-ASSESSMENT

Part I: The Cognitive Interpersonal Perception Task

A. Compare in writing (on a separate paper), or on audiotape, three theories of interpersonal perception. Give two differences and two similarities between Theory A and Theory B; between Theory B and Theory C; and between Theory C and Theory A.

B. In writing (on a separate paper) or on audiotape, state the names of three people connected with research in each of the theoretical frameworks you discussed in the previous question. Cite at least one important piece of research in each theoretical approach. Specify two implications of these findings for teaching and learning with special children. Select the theoretical approach you feel is the one you would choose to use and give three reasons for your preference.

C. In writing or on audiotape, use the definition of each of the following and state one difference and one similarity between each pair.

Concept Pair	Definition	Similarity	Difference
1. a) Theory and b) Concept			
2. a) Concept and b) Definition			
3. a) Definition and b) Label			

C. (cont.)

Concept Pair	Definition	Similarity	Difference
4. a) Behavior and b) Function			
5. a) Teacher and b) Learner			
6. a) Understanding and b) Comprehension			

C. (cont.)

Concept Pair	Definition	Similarity	Difference
7. a) Competency and b) Ability			
8. a) Education and b) Knowledge			
9. a) Motivation and b) Aspiration			

D. In writing or on audiotape, define briefly each of the following words. Give at least one illustration of the application of each in the context of interpersonal perception.

Concept	Definition	Illustration of Application
1. Perception		
2. Sensation		
3. Learning		
4. Performing		
5. Achieving		
6. Experiencing		
7. Cognitive		

D. (cont.)

Concept	Definition	Illustration of Application
8. Affective		
9. Emotional		
10. Intellectual		
11. Sensory		
12. Interpersonal		
13. Intrapersonal		
14. Empathy		
15. Sympathy		

D. (cont.)

Concept	Definition	Illustration of Application
16. Attitudes		
17. Values		
18. Beliefs		
19. Disability		
20. Handicap		
21. Exceptional		
22. Self-concept		
23. Conation		

D. (cont.)

Concept	Definition	Illustration of Application
24. Expression		
25. Set		
26. Interaction		
27. Communication		
28. Process		

(THIS IS THE END OF PART I. GO ON TO PART II.)

Part II: Teacher in the Classroom

Please fill in the following:

Name _____

Sex _____

Today's Date _____

Time Started _____

Time Ended _____

Now turn this page and, on the other side, draw a teacher at work in the classroom.

Note: Artistic ability is not part of the evaluation of this task. You will be asked to evaluate both your pre- and post-assessment drawings when you have finished the post-assessment (Parts I-IV); so for now, go on to Part III.

Part III: Social Opinion Scale

A. Please place a check in the appropriate ( ) to designate whether you agree or disagree with each statement below.

	Agree	Disagree
1. The reality is that a child who is in a special class will never be able to attend a regular class.	1.____	____
2. Most exceptional children do not have normal mental ability.	2.____	____
3. Almost all children in special education classes will be able to graduate from high school some day.	3.____	____
4. Most children in special education classes will probably need institutionalization some day.	4.____	____
5. A large proportion of the children labeled as exceptional could learn to play the piano or a musical instrument if they were interested.	5.____	____
6. All children in classes for the exceptional should be able to join and participate in a regular Boy or Girl Scout group.	6.____	____
7. Many children in special education classes will be able to travel to distant cities (alone).	7.____	____
8. A very large proportion of disabled children can manage a family of their own when adults.	8.____	____
9. Practically any disabled child, as an adult, will be able to manage his or her own bank account.	9.____	____
10. Most disabled children will, when teen-aged or adult, have dates and participate in social activities.	10.____	____
11. Most exceptional children will as adults, be able to have regular paying jobs and be self-supporting.	11.____	____
12. All exceptional children can learn to communicate well enough to be understood by most people.	12.____	____

B. Try to think of a specific disabled person you have known or read about. Then circle the word or phrase in each pair below that is most applicable.

The person I am thinking of can be described as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

C. Circle the word or phrase in each pair below that is most applicable.

When I was a child I could be described as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

D. Circle the word or phrase in each pair below that is most applicable.

I think of myself now as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

E. Circle the word or phrase in each pair below that is most applicable.

When I was a child, my teachers mostly thought of me as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

F. Please respond by checking the appropriate blank or blanks for every statement.

1. A child who is seen as "different" in that he needs special teaching, should be in a

   a) regular class _____

   b) special class _____

   c) other (specify) _____

2. I think that some children with special needs should be designated or labeled as such in order to provide funding for their needs.

   yes _____

   no _____

   why _____

3. In order of preference, the label I would prefer for my child is (number according to preference: 1 is highest)

   a) mentally retarded _____

   b) emotionally disturbed _____

   c) brain injured _____

   d) learning disability _____

   e) physically handicapped _____

   f) neurologically impaired _____

   g) minimal brain dysfunction _____

(continued on next page)

4. I think all teachers should be prepared to cope with specific individual learning needs in the regular classroom, i.e., hearing loss, emotional disturbance, behavior problems, dyslexia.

yes _____

no _____

why _____

5. I would like to see a compulsory law stating that parents spend a minimum amount of time in their child's classroom (assuming employers were required to provide time off).

yes _____

no _____

why _____

6. I would like to see "schools in buildings" abolished and teachers out in the community (homes, hospitals, play centers, vocational settings, etc.).

yes _____

no _____

why _____

7. I feel it is more important, in teaching children, to pay attention to:

similarities _____

differences _____

other (specify) _____

why _____

8. Three crucial factors in educating children are (rank order: 1 is highest)

intelligence _____

academic skills _____

teacher attitudes _____

physical environment _____

G. Assume that the statements below refer to a Black child who is not physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

H. Assume that the statements below refer to a Black child who is physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

I. Assume that the statements below refer to a White child who is <u>not</u> physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

J. Assume that the statements below refer to a White child who is physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

(THIS IS THE END OF PART III. GO ON TO PART IV)

Part IV: Interpersonal Perception Evaluation

Name _____ Male _____ Female _____

Age _____ . _____ Schooling completed _____
years months

Number of siblings in your family older than you _____ younger than you _____

Each of the pictures on pages 00-00 of your Resource Book shows something happening in a family or in school. You will be asked questions about the pictures. Answer the questions about the child the arrow is pointing to.

For each question choose the one answer you think is best. Place a check mark (✓) in the space next to the answer you choose. It is important to say what you think. If you are not sure, guess. Be sure that the number above the question you are looking at is the same as the number on the picture you are looking at.

Here is an example of the way you should answer the question:

Look at Picture A. Now look at the questions for Picture A below:

Picture A

What is happening in picture A? Check one.

( ) 1. Being punished
(✓) 2. The cookie jar
( ) 3. The happy family

Picture A (cont.)

How do you think this child feels? Check one.

(✓) ashamed
( ) noisy
( ) pleased
( ) proud
( ) scared

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) ashamed
( ) proud
( ) angry
( ) lonely
( ) pleased
( ) scared
( ) guilty
( ) noisy
( ) embarrassed

As you can see, this is a picture of an interpersonal situation involving a cookie jar, so a check mark was put in the space next to that answer. You can also see that the child under the arrow in the picture looks ashamed, so a check mark was put in the space next to that word.

Now look at the next question on your answer sheet: How do you feel about what is happening to this child? Check one; Now look at the last question for this picture - Picture A. Choose any word you want to, and place a check mark next to it. You have now answered four (4) questions by checking one answer for each question.

Now look at the first picture in the Resource Book and answer the questions under Picture No. 1 on your answer sheet. Be sure the number on the answer sheet and on the picture are the same. Also be sure that you have checked one answer for each of the four (4) questions for each picture. Go on until you finish all twenty pictures.

Picture No. 1

What is happening in Picture No. 1? Check one.

( ) 1. The new bed
( ) 2. The doctor comes
( ) 3. Playing hooky

How do you think this child feels? Check one.

( ) glad
( ) ignored (not cared for)
( ) lazy
( ) miserable
( ) scared

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you?

( ) glad
( ) ignored (not cared for)
( ) in pain
( ) lazy
( ) lonely
( ) miserable
( ) proud
( ) sad
( ) scared

Picture No. 2

What is happening in Picture No. 2? Check one.

( ) 1. A train ride
( ) 2. A day in school
( ) 3. A ride in a car

How do you think this child feels? Check one.

( ) confused
( ) worried
( ) hungry
( ) satisfied
( ) joyful

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Glad it is happening to her
( ) Sorry for her

How would you feel if this were happening to you? Check one.

( ) satisfied
( ) joyful
( ) worried
( ) frustrated
( ) confused
( ) hungry
( ) annoyed

Picture No. 3

What is happening in Picture No. 3? Check one.

( ) 1. A trip to the park
( ) 2. Being punished
( ) 3. The accident

How do you think this child feels? Check one.

( ) annoyed (upset)
( ) in pain (hurt)
( ) not liked
( ) pleased
( ) tired

Picture No. 3 (cont.)

How do you feel about what is happening to this child? Check one.

( ) Sorry for him
( ) Glad it is happening to him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) hurt (in pain)
( ) tired
( ) pleased
( ) not liked
( ) proud
( ) unloved
( ) upset (annoyed)
( ) unhappy

Picture No. 4

What is happening in Picture No. 4? Check one.

( ) 1. The angry teacher
( ) 2. The spoiled child
( ) 3. The arithmetic lesson

How do you think this child feels? Check one.

( ) pleased with herself
( ) angry at her teacher
( ) angry at herself
( ) interested
( ) tired

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to her
( ) Sorry for her
( ) I don't care

Picture No. 4 (cont.)

How would you feel if this were happening to you?

( ) bored
( ) angry at teacher
( ) happy
( ) interested
( ) tired
( ) satisifed
( ) pleased with herself
( ) angry at herself

Picture No. 5

What is happening in Picture No. 5? Check one.

( ) The broken toy
( ) The report card
( ) The argument

How do you think this child feels? Check one.

( ) interested
( ) jealous
( ) mixed up (confused)
( ) not happy (sorry)
( ) proud

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you? Check one.

( ) glad
( ) interested
( ) jealous
( ) loved
( ) miserable
( ) mixed up (confused)
( ) not happy (sorry)
( ) sad
( ) proud

Picture No. 6

What is happening in Picture No. 6? Check one.

( ) 1. The furniture mover
( ) 2. The teacher's favorite
( ) 3. The clumsy one

How do you think this child feels? Check one.

( ) stupid
( ) small
( ) embarrassed
( ) smart
( ) loved

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) smart
( ) embarrassed
( ) loved
( ) angry
( ) upset
( ) hurt
( ) stupid
( ) small

Picture No. 7

What is happening in Picture No. 7? Check one.

( ) 1. The boxing match
( ) 2. Playing a game
( ) 3. Being punished

Picture No. 7 (cont.)

How do you think this child feels? Check one.

( ) ashamed
( ) glad
( ) good
( ) surprised (upset)
( ) warm

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

How would you feel if this were happening to you? Check one.

( ) angry
( ) ashamed
( ) glad
( ) good
( ) loved
( ) proud
( ) guilty
( ) warm
( ) surprised (upset)
( ) scared

Picture No. 8

What is happening in Picture No. 8? Check one.

( ) 1. The gym class
( ) 2. The happy hooker
( ) 3. The children

How do you think this child feels? Check one.

( ) smart
( ) pretty
( ) unhappy
( ) dirty
( ) sad

Picture No. 8 (cont.)

How do you feel about what is happening to this child? Check one.

( ) Sorry for her
( ) Glad it is happening to her
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) dirty
( ) sad
( ) smart
( ) proud
( ) ugly
( ) pretty
( ) embarrassed
( ) unhappy

Picture No. 9

What is happening in Picture No. 9? Check one.

( ) 1. The merry-go-round
( ) 2. New boy on the street
( ) 3. A visit to grandma

How do you think this child feels? Check one.

( ) ashamed
( ) in pain (hurt)
( ) not wanted (left out)
( ) playful
( ) scared

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

Picture No. 9 (cont.)

How would you feel if this were happening to you? Check one.

( ) happy
( ) hurt (in pain)
( ) ashamed
( ) jealous
( ) wanted
( ) proud
( ) scared
( ) not wanted (left out)
( ) playful
( ) angry

Picture No. 10

What is happening in Picture No. 10? Check one.

( ) In the dark
( ) The accident
( ) The late student

How do you think this child feels? Check one.

( ) hurt (in pain)
( ) confused
( ) pleased
( ) lucky
( ) delighted

How do you feel about what is happening to this child? Check one.

( ) Sorry for her
( ) I don't care
( ) Glad it is happening to her

How would you feel if this were happening to you? Check one.

( ) pleased
( ) embarrassed
( ) lucky
( ) furious
( ) confused
( ) frustrated
( ) hurt (in pain)
( ) delighted

Picture No. 11

What is happening in Picture No. 11? Check one.

( ) 1. The football game
( ) 2. The fighting boy
( ) 3. The new baby

How do you think this child feels? Check one.

( ) jealous
( ) mad (in a rage)
( ) sorry
( ) strong
( ) unhappy

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you? Check one.

( ) ashamed
( ) happy
( ) scared
( ) proud
( ) sorry
( ) loved
( ) unhappy
( ) mad (in a rage)
( ) strong
( ) miserable
( ) jealous

Picture No. 12

What is happening in Picture No. 12? Check one.

( ) Playing games
( ) Helping the teacher
( ) Showing off

Picture No. 12 (cont.)

How do you think this child feels? Check one.

( ) excited
( ) lazy
( ) annoyed
( ) bored
( ) interested

How do you feel about what is happening to this child? Check one.

( ) Sorry for him
( ) Glad it is happening to him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) sorry
( ) excited
( ) confused
( ) angry
( ) bored
( ) lazy
( ) upset
( ) interested

Picture No. 13

What is happening in Picture No. 13? Check one.

( ) 1. The fight
( ) 2. Daddy comes home
( ) 3. Playing hide and seek

How do you think this child feels? Check one.

( ) brave
( ) protected (safe)
( ) friendly
( ) scared
( ) tired

Picture No. 13 (cont.)

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) brave
( ) friendly
( ) lonely
( ) happy
( ) mad
( ) proud
( ) safe (protected)
( ) sad
( ) scared
( ) tired

Picture No. 14

What is happening in Picture No. 14? Check one.

( ) 1. The lazy boy
( ) 2. The cheat
( ) 3. Working together

How do you think this child feels? Check one.

( ) angry
( ) cold
( ) wanted
( ) furious
( ) accepted

How do you feel about what is happening to this child? Check one.

( ) Sorry for him
( ) Glad it is happening to him
( ) I don't care

Picture No. 14 (cont.)

How would you feel if this were happening to you? Check one.

( ) embarrassed
( ) angry
( ) accepted
( ) funny
( ) furious
( ) cold
( ) wanted
( ) silly

Picture No. 15

What is happening in Picture No. 15? Check one.

( ) 1. A visit to a grave
( ) 2. A walk in the park
( ) 3. The argument

How do you think this child feels? Check one.

( ) angry
( ) like crying
( ) lonely
( ) scared
( ) shy

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you? Check one.

( ) happy
( ) angry
( ) like crying
( ) guilty
( ) proud
( ) lonely
( ) miserable
( ) scared
( ) sad
( ) shy

Picture No. 16

What is happening in Picture No. 16? Check one.

( ) 1. Hide and seek
( ) 2. Being punished
( ) 3. The troubled child

How do you think this child feels? Check one.

( ) lonely
( ) ashamed
( ) loved
( ) poor
( ) picked on

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you?

( ) ashamed
( ) sheltered
( ) poor
( ) picked on
( ) loved
( ) lonely
( ) sad

Picture No. 17

What is happening in Picture No. 17 Check one.

( ) 1. An evening at home
( ) 2. A boy with no friends
( ) 3. Work to be done

How do you think this child feels? Check one.

( ) angry
( ) ignored (not cared about)
( ) miserable
( ) sorry for himself
( ) safe

Picture No. 17 (cont.)

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

How would you feel if this were happening to you? Check one.

( ) ashamed
( ) angry
( ) pleased
( ) ignored
( ) sorry for himself
( ) sad
( ) proud
( ) miserable
( ) scared

Picture No. 18

What is happening in Picture No. 18? Check one.

( ) 1. The bad boy
( ) 2. The writing lesson
( ) 3. The broken pencil

How do you think this child feels? Check one.

( ) furious
( ) angry
( ) pleased
( ) spoiled
( ) smart

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

Picture No. 18 (cont.)

How would you feel if this were happening to you? Check one.

( ) angry
( ) pleased
( ) smart
( ) stupid
( ) embarrassed
( ) spoiled
( ) furious
( ) frustrated

Picture No. 19

What is happening in Picture No. 19? Check one.

( ) 1. Being punished
( ) 2. The accident
( ) 3. The happy family

How do you think this child feels? Check one.

( ) in pain
( ) pleased
( ) scared
( ) upset
( ) yellow

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

How would you feel if this were happening to you? Check one.

( ) comforted
( ) in pain
( ) friendly
( ) proud
( ) pleased
( ) scared
( ) upset
( ) yellow

Picture No. 20

What is happening in Picture No. 20? Check one.

( ) 1. The guilty child
( ) 2. The lesson
( ) 3. The argument

How do you think this child feels? Check one.

( ) jealous
( ) included
( ) warm
( ) not wanted
( ) interested

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) interested
( ) not wanted
( ) sad
( ) lonely
( ) included
( ) warm
( ) jealous
( ) happy

(THIS IS THE END OF PART IV. GO ON TO THE NEXT PAGE)

When you have finished all four parts of the post-assessment, give Parts I, III, and IV to your instructor for scoring. Get your copy of Part II of the pre-assessment, and score this part of the pre- and post-assessments together yourself, using the guidelines that start on the next page. When you and your instructor have both finished scoring the post-assessment, meet to evaluate your performance.

GUIDELINES FOR PROFILING T. I. C.

Note that there are two sets of guidelines here. Use them to evaluate both your pre-assessment and your post-assessment drawings, starting with the pre-assessment.

Circle the number which in your judgment indicates the degree to which each of the following characteristics is present in your drawings.

Global Classroom Climate

Traditional	2	1	0	1	2	"Open"
Friendly	2	1	0	1	2	Unfriendly
Teacher-centered	2	1	0	1	2	Child-centered
Activity	2	1	0	1	2	Passivity
Noisy	2	1	0	1	2	Quiet
Acceptance	2	1	0	1	2	Rejection
Supportive	2	1	0	1	2	Unsupportive
Warm	2	1	0	1	2	Cold
Pleasant	2	1	0	1	2	Unpleasant
Interacting	2	1	0	1	2	Isolated
Threatening	2	1	0	1	2	Unthreatening
Punitive	2	1	0	1	2	Rewarding
Relatedness	2	1	0	1	2	Lack of Relatedness
Neat	2	1	0	1	2	Messy

Line Quality

Firm	2	1	0	1	2	Sketchy
Dark	2	1	0	1	2	Light
Continuous	2	1	0	1	2	Broken
Many Erasures	2	1	0	1	2	No Erasures
Much Shading	2	1	0	1	2	No Shading
Many Details	2	1	0	1	2	No Details
Many Objects	2	1	0	1	2	No Objects
Students	2	1	0	1	2	No Students

GUIDELINES FOR PROFILING T. I. C.

Teacher larger than students	Yes _____	No _____
Teacher facing students	Yes _____	No _____

Physical Characteristics

Racial indications	Yes _____	No _____
Sex Differentiation	Yes _____	No _____
Other	Yes _____	No _____

Symbols

Cognitive (evidence of academic tasks?)	Yes _____	No _____
Affective (facial expressions, gestures?)	Yes _____	No _____
Authority (ruler in hand, etc.?)	Yes _____	No _____
Other	Yes _____	No _____

Proportion to Other Body Parts

Hands	Yes _____	No _____
Feet	Yes _____	No _____
Ears	Yes _____	No _____
Eyes	Yes _____	No _____
Head	Yes _____	No _____
Mouth	Yes _____	No _____
Nose	Yes _____	No _____

GUIDELINES FOR PROFILING T. I. C.

Circle the number which in your judgment indicates the degree to which each of the following characteristics is present in your drawings.

Global Classroom Climate

Traditional	2	1	0	1	2	"Open"
Friendly	2	1	0	1	2	Unfriendly
Teacher-centered	2	1	0	1	2	Child-centered
Activity	2	1	0	1	2	Passivity
Noisy	2	1	0	1	2	Quiet
Acceptance	2	1	0	1	2	Rejection
Supportive	2	1	0	1	2	Unsupportive
Warm	2	1	0	1	2	Cold
Pleasant	2	1	0	1	2	Unpleasant
Interacting	2	1	0	1	2	Isolated
Threatening	2	1	0	1	2	Unthreatening
Punitive	2	1	0	1	2	Rewarding
Relatedness	2	1	0	1	2	Lack of Relatedness
Neat	2	1	0	1	2	Messy

Line Quality

Firm	2	1	0	1	2	Sketchy
Dark	2	1	0	1	2	Light
Continuous	2	1	0	1	2	Broken
Many Erasures	2	1	0	1	2	No Erasures
Much Shading	2	1	0	1	2	No Shading
Many Details	2	1	0	1	2	No Details
Many Objects	2	1	0	1	2	No Objects
Students	2	1	0	1	2	No Students

GUIDELINES FOR PROFILING T. I. C.

Teacher larger than students Yes _____ No _____

Teacher facing students Yes _____ No _____

Physical Characteristics

- Racial indications Yes _____ No _____
- Sex Differentiation Yes _____ No _____
- Other Yes _____ No _____

Symbols

- Cognitive (evidence of academic tasks?) Yes _____ No _____
- Affective (facial expressions, gestures?) Yes _____ No _____
- Authority (ruler in hand, etc.?) Yes _____ No _____
- Other Yes _____ No _____

Proportion to Other Body Parts

- Hands Yes _____ No _____
- Feet Yes _____ No _____
- Ears Yes _____ No _____
- Eyes Yes _____ No _____
- Head Yes _____ No _____
- Mouth Yes _____ No _____
- Nose Yes _____ No _____

When you have finished rating both your drawings, read the following pages from Stern, Stein, and Bloom, Methods in Personality Assessment. They report on the drawings of more successful and less successful teachers. Compare yourself--both before and after taking this module--with the teachers they write about.

Conceptual Framework: Needs and their definitions (used for subdivisions of the assessment model)

A. INTERPERSONAL RELATIONS

1. *Reaction to Others*—Direction of process of interaction with others.
   - 1.1 Affiliation (Aff)
     Positive association with other persons, either peers or authority figures, valued as an activity involving friendly reciprocal interaction with others.
   - 1.2 Rejection (Rej)
     Disassociation from other persons, either specifically or in general, limiting opportunities for interaction with others.
   - 1.3 Narcissism (Nar)
     Preoccupation with self.

2. *Coping Mechanisms*—Characteristics of process of interaction with others.
   - 2.1 Succorance (Suc)
     Helplessness; infantile dependence upon others for love, assistance, and protection.
   - 2.2 Nurturance (Nur)
     Supporting others by providing love, assistance, and protection.
   - 2.3 Dominance (Dom)
     Achieving assertive, autocratic ascendancy over others.
   - 2.4 Deference (Dfr)
     Sycophantic submission to the opinion or preference of another; emphasis on the glorification of another who is perceived as superior.
   - 2.5 Abasement (Aba)
     Self-depreciation; mortifying, mutilating, or otherwise devaluing the self.

2.6 Aggression (Agg)
Hostility towards others, overt or covert, in fact or in fantasy.

2.7 Autonomy (Aut)
Self-sustained; independent and unfettered.

B. INNER STATE

3. *Impulse Acceptance*—Acceptance of characteristic feelings and sensations.

3.1 Sex (Sex)
Erotic interest or expression.

3.2 Sentience (Sen)
Sensuous or voluptuous self-gratification.

3.3 Exhibition (Exh)
Self-display.

3.4 Play (Ply)
Valuing of amusement and entertainment.

4. *Impulse Control*—Inhibition, denial or sublimation of characteristic feelings and sensations.

4.1 Blamavoidance (Bla)
Control of impulses in order to avoid criticism or disapproval.

4.2 Superego Integration (SI)
Functionally autonomous impulse control, positively cathected.

4.3 Superego Conflict (SC)
Unsuccessful or incomplete internalization; impulse control accompanied by feelings of anxiety and uncertainty.

5. *Energy Level*—Intensity and direction of goal-directed activity.

5.1 Intensity (Int)
Liberation of affective or effective tension.

5.2 Endurance (End)
Sustained effort.

5.3 Achievement (Ach)
The drive for success, accomplishment and recognition; surmounting obstacles—physical, personal, and interpersonal—in order to achieve success.

5.4 Ego Ideal (EI)
Fantasied achievement.

C. GOAL ORIENTATION

6. *Autonomous-Homonomous Balance*—Differentiation between self and non-self; subjective and objective; cathective and perceptual processes.

6.1 Exocathection-Extraception (ExX)
The manipulation of external objects through practical, concrete, physical or social action; adaptation to reality "as given" for more or less immediately tangible ends.

6.2 Exocathection-Intraception (ExI)
Dramatic, idealistic social action; active modification of reality to conform to private value-system; expression of ideals in concrete action.

6.3 Endocathection-Extraception (EnX)
The manipulation of external objects through speculative abstract thought or discussion; reflection and discussion about events or systems; data collection and inductive reasoning.

6.31 Cathexis of physical objects and systems, e.g. physics, chemistry, etc.

6.32 Cathexis of social objects and systems, e.g. history, politics, etc.

6.4 Endocathection-Intraception (EnI)
Preoccupation with private experience; psychological, spiritual, esthetic, or metaphysical truth; introspection and deductive reasoning.

6.5 Understanding (Und)
Disinterested intellectualization; analysis, abstraction, synthesis for the sake of conceptualization rather than action.

6.6 Projectivity-Objectivity (PrO)
Egocentric perception: animism, anthropomorphism, mysticism, superstition.

7. *Self-Maintenance*—Incorporation of past frustration and failures; patterns for buttressing level of self-esteem.

7.1 Harmavoidance (Har)
Avoidance, withdrawal, or protection from situations which might result in physical pain, injury, illness, or death.

7.2 Infavoidance (Inf)
Avoidance, withdrawal, or protection from situations which might result in frustration, failure, humiliation,or embarrassment.

7.3 Defendance (Dfd)
Concealment or justification of failure or humiliation.

7.4 Counteraction (Ctr)
Restriving in order to overcome experienced frustration, failure, or humiliation.

8. *Organization and Integration*—Characteristics of synthesizing activity.

8.1 Order (Ord)
Organization of immediate environment; preoccupation with cleanliness, neatness, orderliness, arrangement, collecting, detailed precision.

8.2 Conjunctivity (Cnj)
Purposeful co-ordination, organization, and integration of specific activities as well as broader goals.

8.3 Disjunctivity (Dsj)
Confused, unco-ordinated, disorganized, diffuse or conflicted activity.

8.4 Sameness (Sam)
Fixated, repetitive, perseverative behavior.

8.5 Change (Cha)
Plastic, unroutinized, labile, changeable behavior.

8.6 Impulsion (Imp)
Impulsive, spontaneous, unreflected behavior.

8.7 Deliberation (Del)
Hesitant, cautious, deliberative behavior.

8.8 Emotionality (Emo)
Mobile, active, expressive, intense emotional responsiveness.

8.9 Placidity (Plc)
Passive, phlegmatic, restrained emotional responsiveness.

Drawings. The analysis of the drawings proved particularly useful. The subjects had been required to draw "a picture of a teacher at work in the classroom." The successful and unsuccessful trainees differed quite sharply in their response to this task. The results are of the same nature as those found in the Rorschach and the Activities Index to be reported below. The differences in the drawings of the two groups were as follows:

1. Successful trainees elaborated the figures and faces, giving each figure an aspect that set it off uniquely from the rest. This was true even in cases where stick figures were drawn. Embellishments included such things as facial expressions, posture, and clothing. Unsuccessful teachers drew figures that lacked individuality. They were stereotyped and stylized, and uniformity was emphasized.

2. The successful group drew the children in activity, either among themselves or with the teacher. Separate clusters of children were drawn, grouped about a project table, a piano, etc., the teacher being pictured with only one of these, or even apart from them all. It was possible for the children in these drawings to be doing things which the teacher could not even see. By implication, control of children by the teacher in these drawings did not necessitate constant physical supervision. The teacher could tolerate activity not under her immediate control. This type of situation was not found in the drawings of the unsuccessful trainees.

3. The unsuccessful trainees always indicated clearly in their drawings who the teacher figure was. They did this by increasing the teacher's size, putting her into a prominent position, and attaching some status symbol to the figure such as a ruler in her hand or a large brooch on her dress. In any case, casual inspection could immediately reveal the teacher in these drawings, which emphasized the authority of the teacher. The drawings of the successful trainees, on the other hand, emphasized what may be called the comradeship of the teacher with the children. In no case was the teacher figure clearly distinct by size, position, or symbol, and it was sometimes difficult to tell who the teacher in the drawing was. Usually the teacher was involved in activity with some of the children.

4. The unsuccessful trainees emphasized order and regularity in their drawings. The children were arranged behind desks that were distributed systematically in the classroom, in the manner of the traditional schoolroom. In some cases rows of X's were drawn to indicate either desks or pupils, the only figure being that of the teacher. The successful trainees, in contrast, organized their drawings around groups of children engaged in some activity and working together, even though sub-groups might be doing different things. Order of the type described above was entirely lacking. The unifying principle for the successful trainees seemed to be the relations of the people in the drawing, rather than the regimented lines of desks or pupils.

5. The unsuccessful group paid much more attention to physical details in their drawings. These included blackboards with a variety of things written on them, books, rulers, erasers, and so on. These details were not always relevant. The successful trainees paid little attention to such details, concentrating more on the figures in the drawing.

These drawings contributed a great deal to the assessors' conception of the hypothetical model, and were considered as one of the most valuable techniques employed. Their content is surprisingly similar to drawings obtained by Travers and others (76), from teacher-trainees in New York City.

Activities Index. The data from the Index for the teacher-trainees, when broken down in terms of the subdivisions of the assessment model, were as follows:

1. *Interpersonal Relations*. Both the successful and unsuccessful trainees showed a similar pattern here. There is a great deal of interest in others and desire to give to them. The level of maturity at which this operates must be questioned, since strong egocentricity and dependence are present. Evidence for autonomy is missing. In comparison with a group of physicists, to be described later, the teachers show their much greater interest in interpersonal relations than in strictly intellectual pursuits. The teachers are interested in their impulse life, want to give in to their impulses for sex and play, but have controls lurking in the background. Impulses for play, together with interest in change, suggest possible bases for identification with children as well as the capacity to face changing situations, such as a classroom which is in constant flux. Evidence for organization and integration is found, showing that the teachers are not overwhelmed by their impulses.
2. *Inner State*. No particular emphasis on a high energy level was found in either group of trainees. This finding is unlike that postulated for the original *analytic* model.
3. *Goal Orientation*. The unsuccessful students showed a marked interest in immediate, practical gains. For the successful trainees dedication in goal striving is indicated by lack of interest in immediate, concrete, and opportunistic problem-solving and rewards. Their intellectual interest is focussed less on practical ends and more on social action, ideals, scientific examination, and introspection. Similarly, no particular importance was attached by either group of trainees in the Activities Index to the necessity of striving actively against obstacles. On the other hand, the successful trainees in particul : emphasized strongly a need for change and novelty in an integrated framework. This desire appears to be independent of the influence of obstacles and stress. Actually, a willingness, in fact a desire, to meet new situations in which inhere the possibilities of failure and frustration, in itself is indicative of more than simply a counteractive attitude to obstacles as they occur. It demonstrates a search for possible obstacles. The unsuccessful trainees indicated much more caution and fear of danger and were less inclined to [illegible] novelty than were the successful trainees. This refers directly to the desire for change discussed above. The unsuccessful trainees' c[illegible]on was also demonstrated in their increased concern with order and organization. This finding parallels the interpretation of the Drawings, discussed previously.